DOCUMENT RESUME

ED 388 891 CG 026 178

TITLE	Act against Violence: Join the New Peace Movement. National Campaign To Reduce Youth Violence: A Guide to Action. Community Resource Guide.
INSTITUTION	Educational Resources Center, Bootwyn, Pa.
SPONS AGENCY	Thirteen WNET, New York, NY.
PUB DATE	95
NOTE	21p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	At Risk Persons; Community Action; Community Programs; *Conflict Resolution; Counseling; Counselors; Crime; *Crime Prevention; *Crisis Intervention; Curriculum; Delinquency; Elementary Secondary Education; Fear; Health Promotion; *High Risk Students; Homicide; Models; Peace; Prevention; Program Descriptions; Resource Materials; Victims of Crime; *Violence; Youth Problems; *Youth Programs

ABSTRACT

There were 2.7 million incidents of child abuse or neglect reported to authorities in one year. Between 1986 and 1992, the total number of children killed by firearms rose by 144 percent. A 1990 survey of inner-city young people in Baltimore found one in four teenagers had witnessed a murder and three in four knew someone who had been shot. What these statistics say is that American young people are being killed and maimed in record numbers. This guide was developed in conjunction with the National Campaign to Reduce Youth Violence. Designed to encourage involvement in preventing youth violence, the following topics are covered: (1) "Models that Work" describes two community based programs and two school-based programs, highlighting key elements and approaches; (2) "Curricula to Prevent or Reduce Violence" is a guide to some of the most widely used curricula for reducing youth violence; (3) "Moving beyond Fear: A Framework for Action" provides steps for getting involved in community-based violence reduction programs; (4) "Initiatives" describes programs to reduce violence with addresses and phone numbers; and (5) "Resources" lists names, addresses, and descriptions of selected national and local organizations that provide information, materials, or other resources on violence prevention. (JBJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

COMMUNITY RESOURCE GUIDE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. REISMAN

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED 388 891

ACT AGAINST VIOLENCE

JOIN THE NEW PEACE MOVEMENT

A GUIDE TO ACTION

NATIONAL CAMPAIGN TO REDUCE YOUTH VIOLENCE

CG026178

BEST COPY AVAILABLE

This guide was produced by

Educational Resources Center
Ruth Ann Burns, Director

Project Director: Robert A. Miller
Supervising Editor: David Reisman, Ed.D.
Design: B.T. Whitehill
Writers: Kelly Brilliant
William DeJong, Ph.D.
Deborah Prothrow-Stith, M.D.
Robert Sherman, Ph.D.
Research: Christina L. Draper
Jimin Han
Associate Editor: Licia M. Hurst
Photo Research: Christina L. Draper
Copy Editor: Edwina McMahon
Proofreader: Kevin E. Kennedy
Production Liaisons: Judy Doctoroff O'Neill
Deborah Rubenstein

Advisers

William B. Kearney,
Director, Delinquency Prevention,
Boys and Girls Clubs of America

Julie Malavé,
Teen Leadership Institute

Katherine McFate,
Associate Director of Research, Joint Center for Political and Economic Studies

The National Center for Injury Prevention and Control, Centers for Disease Control and Prevention

Robert Sherman, Ph.D.,
Project Consultant, National Funding Collaborative on Violence Prevention

Annette Townley,
Executive Director, National Association for Mediation in Education

Reverend Thann Young,
Assistant Project Director, National Anti-Drug Campaign, The Congress of National Black Churches, Inc.

Funding for this Guide is provided by
The Carnegie Corporation of New York,
The John D. and Catherine T. MacArthur Foundation, The Pew Charitable Trusts,
The California Wellness Foundation,
The Public Broadcasting Service,
The Corporation for Public Broadcasting,
Mutual of America Life Insurance Company,
The Annie E. Casey Foundation,
The Rockefeller Foundation, and The Joyce Foundation.

© 1995 Thirteen/WNET

Dear Colleague:

It has been said that the mark of an educated person is to be deeply moved by statistics. Do these move you?

- There were 2.7 million incidents of child abuse or neglect reported to authorities in one year.
- Between 1986 and 1992, the total number of children killed by firearms rose by 144 percent.
- A 1990 survey of inner-city young people in Baltimore found that one in four teenagers had witnessed a murder and three in four knew someone who had been shot.
- One survey of youth in midwestern towns and cities found that 55 percent had been involved in violent incidents during the year.

What these statistics say is that our young people are being killed and maimed in record numbers. They are victims in a culture characterized by guns, poverty, and parental and community neglect. We know a lot about who commits violence. Studies show offenders tend to have been abused as children, to have alcoholic or criminal parents who divorce or separate, to have failed in school, to live in substandard housing and to have inadequate means to overcome their poverty and frustrations.

We don't, however, know a great deal yet about how to control and prevent violence. As The National Research Council concluded in its massive study of violence two years ago, "Full understanding of the causes of violence will not be achieved in the foreseeable future, but that understanding is not necessary in order to make progress in reducing violence. A successful intervention at just one point in a long causal chain can prevent some events or reduce their consequences."

In that spirit, many Americans have been moved by the facts of violence and are acting to confront it. Public broadcasting's National Campaign to Reduce Youth Violence will focus on some of those people, organizations, and communities in a two-year effort to explore solutions that offer hope. Our PBS special, *What Can We Do About Violence?*, will launch the campaign on January 9-11, with documentary reports from around the country and testimony from men and women who are working to understand and prevent violence. Public television and radio stations will then be collaborating with civic, religious, and educational groups in the outreach program through 1996.

As we began this endeavor months ago, someone told us, "There is no answer to violence. There are many answers." Finding which answers are best, and assessing their impact, is part of this campaign. Television at its best can be a source of understanding and healing. It can promote collaboration across social, class, religious, and ethnic chasms. Our hope in public broadcasting is that this national campaign will move America toward a renewed sense of community and a new optimism about our future.

Bill Moyers

Photo by Michael Ansell

INTRODUCTION

BY DEBORAH PROTHROW-STITH, M.D.
ASSISTANT DEAN FOR GOVERNMENT AND COMMUNITY PROGRAMS
HARVARD SCHOOL OF PUBLIC HEALTH

More than a decade ago, during my medical training in Boston, I met the young man who initiated the transformation of my views on violence. He warned me, after I completed stitching a wound just above his brow, not to go to sleep. "The person who did this to me is going to be in this emergency room in about an hour, and he's going to need a lot of stitches," he said.

His vow of revenge had a profound effect on me and caused me to feel inadequate as a health care provider. Before this experience, I thought about violence much the same way as others: a sad, but inevitable consequence of life.

But stitching him up and sending him out, when I knew he was intent on doing more harm, suggested a systemic failure. Had this young man threatened suicide, I would have been bound by law and professional ethics to intervene. Counseling would have been ordered. Hospitalization might have resulted. Yet injuries as a result of violence and threats of retaliation required no such standard medical intervention. It seemed to me then — and I still believe today — that the medical community must play a role in preventing violence. To treat the wounds alone is not adequate care. The more I thought about and researched the problem, the more I turned to public health for answers. I believe that preventing violence requires a comprehensive response that includes public health strategies.

UNDERSTANDING THE PUBLIC HEALTH MODEL

The public health approach to violence prevention can be described using the analogy of the methods used to reduce the incidence of lung cancer. Though not perfect, the analogy between violence and lung cancer demonstrates the need for comprehensive efforts of intervention at all levels of risk.

One would not propose a campaign to reduce lung cancer that focused only on treatment (tertiary); it is clear that better treatment will not reduce lung cancer rates. Helping people who smoke to stop (secondary) and preventing people from beginning to smoke (primary) are essential. Most public policy discussions of violence are about tertiary strategies; whether to try juveniles as adults; whether to impose stiffer sentences, mandatory sentences, or three strikes and you're out.

Public debate and policy must move beyond the tertiary level and must include primary and secondary programs designed to prevent violence, and not merely respond to it.

Primary violence prevention efforts seek to redefine the "hero," create alternative, problem-solving strategies, and reward nonviolent problem solving. These types of violence prevention programs may include mass media messages, classroom education, peer leadership and mediation, and community based training programs. They seek to make nonviolence popular.

Secondary violence prevention strategies are for children at great risk of violence. They include mentoring/nurturing programs, individual and group counseling, "in-school" suspension, first offender programs, and special efforts for hospitalized children who were shot or stabbed. Programs for children who witness violence, particularly family violence, are recent additions to the secondary prevention efforts.

Tertiary violence prevention, in comparison, is centered on arrest, prosecution, defense, incarceration, and rehabilitation. Obviously, in violence prevention, as in cancer prevention, primary and secondary strategies are preferable and perhaps more cost effective.

VIOLENCE PREVENTION PROGRAMS

We have come a long way in the past decade. Politicians are listening to the logic of prevention. Existing violence prevention programs are expanding. New programs are being developed. More and more people and communities are demanding a different response to the violence in our society. New antiviolence television programming, curricula, and other educational tools are being developed. Collaborative programmatic efforts will help to establish concrete working relationships across the disciplines.

Model programs across the country have charted new ground in their responses to community violence. These include gun-buy-back programs, targeted media messages, citizen watch groups, economic development

TABLE OF CONTENTS

About This Guide 3
About the National Campaign to Reduce Youth Violence 3
Campaign Programming 3
Models That Work
- Fighting Back: The Community Youth Gang Services Project 4
- Waging Peace: The Resolving Conflict Creatively Program 6
- We Are Family: The Omega Boys Club 8
- Lessons for a Lifetime: The Teen Dating Violence Project 9

Curricula to Prevent or Reduce Violence 10
Moving Beyond Fear: A Framework for Action 12
Initiatives 14
Resources
- Organizations 16
- Publications 17
- Videos 18

strategies, and gang and violence prevention programs. They also include opening, staffing, and offering positive programming in schools from early morning to late at night and opening schools for community education programs. In addition, these approaches include installing streetlights in targeted neighborhoods, incorporating community policing strategies, and offering job and violence prevention skill training to at-risk youth.

It costs over $100,000 to build a single prison cell and about $25,000 a year to house 1 prisoner.

For $125,000, we could run a year-round youth program, with three paid staff, for 35 or 40 at-risk kids. Our research shows that many youth programs operate with an annual budget of only $25,000 to $30,000 and rely exclusively on volunteers. Yet only a fraction of the youngsters that need constructive out-of-school activities participate in any kind of structured programs.

Our policy priorities are simply wrong.

– Katherine McFate,
Joint Center for Political and Economic Studies

LISTENING TO YOUNG VOICES

I have often been struck by the thoughtfulness, vision, and passion of youth engaged in violence prevention. A perfect example of this is Emma Garcia, a member of Oakland's Teens on Target and a participant in the "Reducing Youth Violence" forum sponsored by the Urban Strategies Council in 1993:

> Solutions start with individuals here and, if everyone got involved, we wouldn't have problems in our communities. Respect youth voices; we are losing energy because we are not giving opportunities to youth to speak about programs and budgets. Youth are frustrated by the adult population. What we see is people cutting back on our needs. We feel like we've been written off.

Michelle V Agins/NYT Pictures

Many of the shoes brought to a "silent march" protesting gun violence in Washington, D.C., September 20, 1994, belonged to the victims of fatal shootings.

I am very excited when the voices and talents of our youth are used to inform and create violence prevention strategies. Youth-driven projects from across the country are producing some of the most promising cutting-edge strategies to command the attention of and teach their peers, to improve their communities, and to increase opportunities for peace.

Scores of programs, hundreds of communities, and thousands of people are engaged in the grassroots movement to prevent violence. This *Act Against Violence Community Resource Guide* provides an introduction to the people involved in this effort. "Models That Work" describes the Community Youth Gang Services Project, Omega Boys Club, Resolving Conflict Creatively Program, and Teen Dating Violence Project, all of which offer a variety of promising approaches to reducing youth violence. "Curricula to Prevent or Reduce Violence" reviews a sample of additional school-based efforts that are being implemented. "Moving Beyond Fear: A Framework for Action" gives readers action steps for getting involved.

But even with these efforts, there is much to be done. We can look, listen, and apply the new creative ideas and improve the strategies that seem to prevent violence in our communities. Above all, we must be creative and flexible. And we must be patient. The "unlearning" of violence in our society will not happen overnight.

Deborah Prothrow-Stith, M.D., is a nationally recognized public health leader with experience ranging from working in neighborhood clinics and inner city hospitals to serving as state commissioner of health and as dean at the Harvard School of Public Health. She developed and wrote the first violence prevention curriculum for schools and co-wrote *Deadly Consequences* (1991), the first book to present the public health perspective on violence to a mass audience.

"You go looking for violence. Violence doesn't come looking for you." – Craig Jaffe, 16 years old

"When kids talk to other kids their age, they make them feel more comfortable to open up."

– "Baby" Angi, 17 years old

Interviewed by Christina L. Draper and Jimin Han at the offices of *Foster Care Youth United*

ABOUT THIS GUIDE

This guide has been developed in conjunction with the National Campaign to Reduce Youth Violence. It is designed to encourage involvement in preventing youth violence. The guide may be photocopied and used by individuals or by school, parent, or community groups.

The guide includes the following sections:

Models That Work: In-depth descriptions of two community-based programs and two school-based programs, highlighting their key elements and approaches

Curricula to Prevent or Reduce Violence: A guide to some of the most widely used curricula for reducing youth violence

Moving Beyond Fear: A Framework for Action: Steps for getting involved in community-based violence reduction programs

Initiatives: Descriptions of programs to reduce violence, with addresses and telephone numbers

Resources: Lists of names, addresses, and descriptions of selected national and local organizations that provide information, materials, or other resources on violence prevention. Other resources include publications and videos.

ABOUT THE NATIONAL CAMPAIGN TO REDUCE YOUTH VIOLENCE

Initiated by public broadcasting, the National Campaign to Reduce Youth Violence is a multiyear effort to reduce youth violence in our communities. In addition to presenting programming, the campaign is working with community-based and national organizations on community development and outreach activities.

The major objectives of the campaign are to

- provide telecommunications tools and other support to community organizations that are working to reduce youth violence
- showcase successful school- and community-based violence prevention programs
- promote youth involvement in the reduction of violence
- encourage greater individual involvement in violence reduction efforts.

Initiated by the Nitty Gritty Cities Group, Bill Moyers's Public Affairs Television, and the Public Television Outreach Alliance, the coalition taking part in the National Campaign to Reduce Youth Violence has grown to include partners from public broadcasting, advocacy organizations, commercial broadcasting, and the federal government.

For more information, please write or call the National Campaign to Reduce Youth Violence, 901 E Street, NW, Washington, DC 20004-2037, (202)879-9839.

CAMPAIGN PROGRAMMING

The National Campaign to Reduce Youth Violence currently includes the following programming, which will be broadcast initially on PBS stations:

What Can We Do About Violence?: A Bill Moyers Special
A four-hour special on successful projects aimed at preventing violence, produced by Public Affairs Television, Inc. to air January 9 and 11, 1995. Hosted by Bill Moyers, it contains documentary profiles of successful antiviolence programs and testimony from youth and community leaders who know the effects of violence firsthand. The testimony provides a context in which the documentary segments can be viewed. The solutions highlighted in the series will include adult mentoring, conflict resolution, parenting training, peer education, alternative sentencing, violence prevention counseling, firearm safety, teen volunteerism, school-based services, and community activism. Off-air taping rights are available to educators for one year following each broadcast release.

Frontline: TV Violence (working title)
A program that examines the issue of television violence and how it may or may not be linked to societal violence, produced by Oregon Public Broadcasting, to air January 10, 1995.

No Time to Be a Child
Four programs showing the resilience of youths and families in violent environments, produced by WTVS/Detroit and Nomadic Pictures. The first program, "Growin' Up Not a Child," is scheduled for April 28, 1995.

Viewer Action Spots
A series of spots highlighting successful efforts to help young people reduce violence in their lives, produced by Nebraska ETV Network for the Public Television Outreach Alliance, to air throughout 1995.

Kids and Violence: What You Can Do
A one-hour special that begins a public education effort to help parents and caregivers learn ways to help prevent violence, produced by the Education Development Center, WQED, Community Action Television, and the National Center for Children in Poverty. The special will air in 1996.

The Campaign will continue to look for radio and television programming that can be made available to campaign partners during the multiyear effort.

INTERVIEW WITH
BETSY MARTINEZ, 11 YEARS OLD
Washington Heights, New York City

Q: *What would you like to see in a violence prevention program? What would work for you?*

A: Peer counseling – I want to talk about the bad things to people in my own age group without any adults acting like they understand. Community outreach – I want to see kids on the street doing positive things instead of shooting each other. A recreational center – I want to have a place to go and play and get help with my homework.

Q: *How are you affected by violence?*

A: My brother was shot in the head. He died. My mother is still always sad. I miss him too.

Q: *Are you participating in any programs?*

A: No.

Interview conducted by Julie Malavé.

FIGHTING BACK:

THE COMMUNITY YOUTH GANG SERVICES PROJECT

Community Program Helps Organize a Multifront Battle Against Violent Gangs.

BY WILLIAM DEJONG, PH.D.
LECTURER, HARVARD SCHOOL OF PUBLIC HEALTH

CONCEPT

Criminologists and public health experts have identified several environmental factors that contribute to violence, including family disruption, rampant use of alcohol and other drugs, poor quality schools, widespread joblessness, and community disorganization. If we are truly committed to preventing violence, we must do more than rescue individual children from the dysfunctional environments in which they are growing up. We must also work to change those environments.

To this end, a number of new programs are bringing together different elements of their communities to create a comprehensive approach to violence prevention, which includes monitoring of local conditions, environmental management, economic development, and a reassertion of community values. The essence of this movement is the very act of people coming together in common cause.

SUMMARY

Based in Los Angeles, a city long-known for its violent gangs, the Community Youth Gang Services Project (CYGS) has won acclaim for its work in preventing young people from joining gangs, intervening in the lives of gang members, and mobilizing citizens to reclaim their neighborhoods from predatory gangs.

The hallmark of this 14-year-old program is its working partnerships with police, schools, and other community organizations. The central idea is to coordinate the activities of these organizations with those of local residents for a block-by-block, multifaceted attack on gangs, what CYGS calls its *target area strategy*.

Crisis Intervention. Teams of trained outreach workers are deployed to patrol neighborhoods in the target area. Using information gathered through a 24-hour hotline, law enforcement contacts, and other

On April 29, 1992, a truce was enacted between the Bloods and Crips gangs. As part of community work, they joined together in efforts of painting over the gang graffiti.

© 1992 Joe Rodriguez/Black Star

LATE NIGHT BASKETBALL

In the mid-1980s, Baltimore was the first city to experiment with midnight basketball as a way of preventing or reducing youth violence. In 1992 the captain of a Crips neighborhood team was quoted as praising the positive effects of the Late Night Basketball League sponsored by Community Youth Gang Services, the Los Angeles Department of Parks and Recreation, and the L.A. Police Department:

"Every year the teams come back, we get more familiar with each other," said Reece, of Watts Willowbrook. "It's hard to fight someone you know well. It breaks down a lot of barriers."

From "Jump-Shot Time: Late Night Basketball Tries to Fill Hours That Are Prime Time for Violence in Streets," Chris Dufresne, *Los Angeles Times*, October 26, 1992.

sources, the CYGS teams talk with local gang members to prevent, mediate, or intervene in gang-related disputes. Each team is equipped with walkie-talkies and two-way car radios to call CYGS headquarters and request help when needed. CYGS can claim credit for several gang truces. The outreach teams also seek to dissuade at-risk youths from being recruited into gangs by offering one-on-one counseling and the opportunity to be involved in CYGS programs.

Community Mobilization. CYGS works to create an anti-gang infrastructure consisting of neighborhood watch groups and teams of community residents, churches, and neighborhood organizations that plan anti-gang programs, marches, rallies, and other activities. Project staff help these groups set up a system for monitoring local conditions and develop a plan for neighborhood recovery, which then brings residents into contact with police, schools, social services providers, recreation departments, and local businesses.

Prevention. *Career Paths* is a 15-week course for students in grades 4-6 that describes the dangers of being in a gang and promotes alternatives for at-risk youths. Approximately 8,000 school children graduate from the school-based program each year.

Graduates of the program are then eligible for *Star Kids*, an after-school program. In *Star Kids*, adult mentors are matched up with the kids for a combination of tutoring, counseling, and recreational activities (e.g., baseball, basketball, football, tennis, dance). An educational comic book series, also entitled *Star Kids*, is distributed as part of the program.

Job Development. CYGS staff seek out employers who are willing to hire ex-gang members and then help match up potential job candidates who have the required skills. To facilitate the ex-gang members' transition into the workplace, CYGS provides extensive job-readiness training, which covers everything from interview preparation to job retention and advancement.

Parent-Teacher Education. CYGS staff work with parents and teachers in problem-solving groups, discussing mutual concerns and developing cooperative solutions. CYGS provides training to these groups on such issues as early signs of gang involvement (e.g., gang attire) and effective methods for preventing gang involvement.

CYGS is the largest nonlaw-enforcement anti-gang program in the country, and the project's budget is large — $3.5 million annually. Eighty-five percent of this funding comes from county and local government agencies, and 15 percent comes from private contributors such as United Way.

FOR FURTHER INFORMATION

Bill Martinez, Executive Director
Community Youth Gang Services
144 South Fetterly Avenue
Los Angeles, California 90022
Phone: (213) 266-4264
Fax: (213) 267-0338

ISSUES TO DISCUSS

1. Combating gangs effectively requires not just strong law enforcement but a total community response. Are there signs that young people in your community are becoming active in gangs? If so, has your neighborhood developed a coordinated response that can bring together different elements of the community?
2. Gangs are most prevalent in poor, inner-city neighborhoods. What needs do gangs meet when they attract youth from such areas? Can community-based prevention programs provide alternatives to gangs that meet the needs that young people have?
3. Gangs in some cities have declared truces that have helped reduce gang-related homicides and other violence. How can community-based programs help broker such truces? Is this a legitimate role for such programs to play? Is there a group in your community that could facilitate gang truces?
4. Politicians who prefer a law-enforcement response to gang violence sometimes decry government-funded prevention programs as "pork." How can community-based prevention programs refute this characterization and demonstrate their effectiveness?

WAGING PEACE:

THE RESOLVING CONFLICT CREATIVELY PROGRAM

An Innovative School Program Teaches Children the Basics of Nonviolent Conflict Resolution.

WALKING THE TALK

RCCP students are encouraged to adopt a new credo of nonviolence — not merely talking about it but living it. At Roosevelt Middle School in Vista, California, RCCP students describe how they have "waged peace" during a sharing session called Walking the Talk.

"Today this guy was stereotyping someone and making rude comments, and I reminded him that we're a school that accepts everyone for who they are."

— T. Santos

"A girl I know keeps telling me to push someone down and kick her, but I told her I wouldn't do it because it's mean and I'm not like that."

— T. Shea

BRINGING THE LESSONS HOME

When his aunt and uncle start yelling, Robert usually leaves the house, but this time he decided to take a risk. "Maybe I can help you solve your problem," he said tentatively to his aunt and uncle. "What's this?" his uncle asked incredulously. Robert explained the rules of mediation, and his aunt and uncle agreed to give it a try. There was no yelling, and for once, Robert's aunt and uncle were able to hear each other's side and work out a solution. "It really worked!" Robert reported back to his RCCP teacher. "I really made a difference."

CONCEPT

Violence has been with us forever, and so it would be easy to conclude that aggression is an inevitable part of the human condition, a problem that we must learn to manage but will never solve.

Social scientists who study human aggression have concluded that this view is too pessimistic. What is inevitable, these experts say, is conflict, not violence, and how we respond to conflict is a matter of culture, not biology.

Thus, just as we learn to respond to conflict with aggression, so can we learn to respond instead with constructive methods of problem solving and negotiation.

It is from this basic premise that educators and violence prevention experts have begun to develop school-based programs to teach children how to resolve conflicts without violence.

photo by Peter Barton

SUMMARY

Among the most comprehensive and innovative school-based programs for violence prevention is the Resolving Conflict Creatively Program (RCCP), a K-12 conflict resolution and mediation program that began in New York City in 1985 and has since expanded to four other school systems across the country.

What distinguishes RCCP from other violence prevention programs is its focus on creating school change. Having a few class sessions on conflict resolution is not enough. Instead, management of the entire school must change so that it is consistent with a value system of nonviolence. Only then will students be provided the safe environment they need to explore peaceful ways of resolving conflict.

A frequent misconception is that RCCP teaches kids to deal with conflict passively by walking away from it. It is clear that there are times when walking away is necessary to escape physical danger, but in general avoidance is not the answer. In most cases, conflict should be dealt with head on by focusing on constructive problem solving.

RCCP recognizes that not all conflict can be resolved peacefully. In some cases, force, even physical force, must be used, but only when all other means of dealing with the underlying problem have been exhausted and after careful deliberation. RCCP students are taught that conflict can lead to violence, but that it does not have to do so inevitably.

Classroom Lessons. RCCP is a program for kindergarten through grade 12. The curriculum stresses the modeling of nonviolent alternatives for dealing with conflict, teaching negotiation and other conflict resolu-

BEST COPY AVAILABLE

tion skills, and demonstrating to students that they can "play a powerful role in creating a more peaceful world."

Learning these skills requires weekly practice, and teachers are encouraged to introduce at least one "peace lesson" a week, to use "teachable moments" that arise because of what's happening in the classroom or the world at large, and to infuse conflict resolution lessons into the regular academic program.

Mediation Program. A key component of RCCP's plan for school change — the student mediation program — provides strong peer models for nonviolent conflict resolution and reinforces students' emerging skills in working out their own problems. Ultimately, by reducing the number of fights between students, student mediation contributes to a more peaceful school climate.

RCCP embraces the concept of "principled negotiation" outlined by Fisher and Ury in their 1981 best-seller, *Getting to Yes*. With this approach, mediation is not a contest of wills to see whose position will prevail but an opportunity for mutual problem solving. The ultimate goal of mediation is not to force one of the parties to give up something or to find a way of "splitting the difference" but to forge a "win-win" solution that meets the underlying interests and needs of both parties.

In New York City's Public School 75, RCCP student mediators help to reduce fights.

RCCP initiates this program only in schools that have been participating in RCCP for a year or more and have at least a small group of teachers who regularly use the curriculum. RCCP's view is that school mediation programs are best implemented as part of a larger effort to train staff and students in conflict resolution.

Teacher Training and Development. RCCP instructors provide 24 hours of introductory training in a series of after-school sessions. The training introduces RCCP's philosophy and the curriculum; teaches communication, conflict resolution, and intergroup-relations skills; and demonstrates strategies for integrating these concepts and skills into social studies, language arts, and other academic subjects.

A key to RCCP's success is the follow-up support that teachers receive. Each new teacher is assigned to an RCCP staff developer who visits from six to ten times a year, giving demonstration lessons, helping the teacher prepare, observing classes, giving feedback, and sustaining the teacher's motivation.

School Administrator Training. In a separate training, RCCP teaches principals and other school administrators the program's basic concepts and reviews ways in which the administrative staff can help make RCCP work in their school. Of primary importance is the role that school administrators perform by modeling the creative approaches to conflict resolution that students will learn in their classes.

Parent Training. If students are to use their emerging conflict resolution skills outside of school, they must have family support. Therefore, as the staff of RCCP looks to the future, they are committed to make parent education a top priority. RCCP recently launched a Parent Involvement Program, which they piloted in New York City and are slowly expanding in other sites. In this program two or three parents per school are trained for 60 hours to lead workshops for other parents on intergroup relations, family communication, and conflict resolution.

RCCP annually costs about $33 per student. To educators accustomed to buying packaged curricula that sell for a few hundred dollars, this might seem expensive. It should be remembered, however, that RCCP is much more than a curriculum. It is an intensive program of school change that emphasizes teacher training and professional development.

FOR FURTHER INFORMATION

Linda Lantieri, Director
RCCP National Center
163 Third Avenue, #103
New York, New York 10003
Phone: (212) 387-0225
Fax: (212) 387-0510

ISSUES TO DISCUSS

1. What are schools in your community doing to teach children the knowledge, attitudes, and skills they need to avoid violence and find peaceful solutions to conflict? Do the schools operate on a value system of nonviolence?
2. Children can learn about conflict resolution in school, but they will not apply those lessons in the "real world" without parental support. How can schools and parents in your community work more closely together to reinforce a value system of nonviolence?
3. All members of the community must be involved in teaching children how to deal with conflict without violence. Are there groups in your community that might be interested in expanding their activities to include a nonviolence program?
4. The entertainment industry — including television, films, music, and professional sports — is often criticized for glamorizing aggression and contributing to a climate of violence in the United States. What can parents and schools do to mitigate the influence of popular culture on children?

"RCCP doesn't just teach a set of skills. It gives you a point of view that comes from a place of character, from a value system that says, 'I want to make peace, and I want to solve this problem so that we both get what we need.'"

— Ted Quant, Co-Coordinator, RCCP, New Orleans, Louisiana

BEST COPY AVAILABLE

WE ARE FAMILY:

THE OMEGA BOYS CLUB

Two Former School Teachers Establish an Extended Family for Kids and Teenagers from the Inner City.

STREET SOLDIERS

Every Monday, from 10:00 P.M. to 2:00 A.M., more than 200,000 people in the San Francisco area tune in to hear KMEL's *Street Soldiers*, a radio talk show hosted by Omega Boys Club leaders Joe Marshall and Margaret Norris.

The focus of the program is to give youth a chance to speak about and learn how to deal with the problems they confront in their neighborhoods: crime, gang violence, teenage pregnancy, and drugs. According to *The New Yorker*, the radio program serves as "a kind of electronic parent for violence-prone young people."

Because of listener demand, the show has recently been expanded to include listeners in Los Angeles twice a month. The program is a "huge phenomenon," says Marshall. "Maybe someday we'll have as many stations as Rush Limbaugh."

CONCEPT

The kids who grow up in a tough neighborhood but still make something of themselves are the ones who have somebody who believes in them and cares about their future. If a parent or other family member is unavailable to a child, the caring individual can be a teacher, a youth leader, or any responsible adult who is willing to make the child part of his or her life.

An African proverb states, "It takes a whole village to raise a child." Moved by that basic truth, more and more adults, usually as volunteers, are choosing to serve as mentors to troubled young people. The term "role model" trivializes the importance of a mentor in a kid's life. The mentor may alternately serve as guide, coach, cheerleader, confidant, and buffer — very much like a parent.

SUMMARY

The Omega Boys Club is an innovative and highly successful youth-development and delinquency-prevention program that serves African-American youth at high risk for violence and other problems. The program works with both boys and girls who are in trouble in school or with the law by interrupting their slide into chronic truancy, withdrawal from school, unemployment, drug use, and violence.

Based in San Francisco, the club was founded in 1987 by two veteran teachers from the city's public schools who had grown concerned about the number of adolescents they saw dropping out of school, selling or using drugs, and joining violent gangs. To date more than 500 youths have become members of the club. Many of them were recruited while they were confined in the city's juvenile detention facility.

The Omega Boys Club uses a combination of mentoring and peer counseling to help prepare high-risk youth to be responsible and contributing members of their community. New members must take a pledge not to use drugs and to avoid violence. In return, each one finds not only a mentor but a family.

Academic Program. The club puts a strong emphasis on improved school performance and preparation for college, using a program of regularly scheduled study halls, tutorials focused on writing and research skills, and academic counseling. Currently there are 108 Omega members enrolled in institutions of higher education. In addition, the club has established an employment training program for members who are not college bound.

Family Meetings. The club's unifying theme is its roots in traditional African-American culture — a culture that emphasizes the role of elders as teachers; the centrality of the extended family; the value of achievement and education; and a sense that an individual's behavior does indeed reflect on the group. These core values are communicated during family meetings, which confirm the members' place in the Omega extended family.

"I realized that all the people who were buying drugs from me were brothers and sisters, and I saw them getting skinny and losing their teeth and not feeding their children so they could buy drugs. I had three friends killed, and it could have been me. Is a bullet your future? I'm here to tell you that you've got a choice."

— Andre Aikens
Peer Counselor
Omega Boys Club

Omega Boys Club Members and Staff

photo by Carl Posey

FOR FURTHER INFORMATION

Joseph E. Marshall, Jr.,
Executive Director
Omega Boys Club
P.O. Box 884463
San Francisco, CA 94188
Phone: (415) 826-8664
Fax: (415) 826-8673

LESSONS FOR A LIFETIME:

THE TEEN DATING VIOLENCE PROJECT

A Shelter for Battered Women Teaches High School Boys and Girls About Healthy Dating Relationships.

CONCEPT

How do men and women handle the conflicts that arise in an intimate relationship? Children learn the answer to this question by watching their parents or other family members. When boys see the man of the house using verbal or physical abuse to control his partner, they are more likely to repeat this pattern of behavior in their own lives — and so it goes, from one generation to the next.

Teenage boys who are on the road to becoming adult batterers often show signs of violent behavior against the girls they date. Immediate intervention is necessary for both boys and girls. Seeing this need, violence prevention experts are reaching out to young people to help them learn new ways of managing their dating relationships, all in the hope of ending the intergenerational cycle of domestic violence.

SUMMARY

The Teen Dating Violence Project (TDVP) began modestly in 1988 when a teacher at a nearby high school asked the Center for Battered Women in Austin, Texas, to help "do something" about teen violence. Six years later, TDVP is a rapidly growing peer support and education project dedicated to the mission of helping teens establish safe and healthy dating relationships and preventing dating violence. Currently the project operates in eight Austin high schools and middle schools and two youth services agencies.

Awareness Education. In collaboration with the local Health Department, volunteers with the center give 50-minute workshops at the schools to promote awareness of dating violence and to encourage young people to get help for themselves or their peers in the event of abuse. Video segments from the film *The Power to Choose* are used as discussion starters. Volunteers receive 50 hours of training prior to making any public presentations.

Support Groups. The center's counselors conduct weekly support groups to address the special needs of teens who have experienced violent or coercive behavior in dating or family relationships. Boys and girls sign up for the groups voluntarily. Some are referred by principals, teachers, school nurses, and counselors.

A mix of educational and group-counseling methods are used to examine types of abusive relationships, their underlying dynamics, and the characteristics of healthy relationships. Skill development is also a key component: how to communicate expectations, how to say "no" assertively, how to resolve conflicts without violence. A 24-session written curriculum to help other programs replicate this model will be available in the summer of 1995.

Communication among the students is the key to making the support groups work. Groups are run separately by gender. About 12 students participate in a group at one time. One 17-year-old girl explained the importance of the support-group sessions this way:

> Coming to group helped me see that my boyfriend and I were in a bad pattern, with him trying to control me all the time and hitting me. It was really hard for me to call it off with him, but I got a lot of help from my friends in the group, and I was finally able to do it.

In the 1994-1995 school year, almost 300 high school students in the Austin area are expected to take part in group sessions.

FOR FURTHER INFORMATION

Barri Rosenbluth, Coordinator
Teen Dating Violence Project
Center for Battered Women
P.O. Box 19454
Austin, Texas 78760
Phone: (512) 385-5181
Fax: (512) 385-0662

NO MORE ABUSE

The Teen Dating Violence Project teaches young people several basic truths about intimate relationships:

- You have a right to be treated with respect. No one deserves to be abused.
- You define what is abuse. If it feels abusive, it is.
- People who abuse their partners want power and control over another person.
- Both partners suffer in an abusive relationship.
- Violence is always a choice.

courtesy of Agency for Instructional Technology

Photo from *The Power to Choose*

BEST COPY AVAILABLE

CURRICULA TO PREVENT OR REDUCE VIOLENCE

BY KELLY BRILLIANT, ASSOCIATE PROJECT DIRECTOR
CENTER FOR VIOLENCE PREVENTION AND CONTROL
EDUCATION DEVELOPMENT CENTER

In response to the epidemic of youth violence, a large number of educational programs have been developed. The range of school-based approaches is broad: conflict resolution, cognitive mediation, life-skills training, and crime prevention, among others.

The following is a sample of promising school-based programs from across the country. A few things should be borne in mind, however. Violence prevention is a very new field, and most of the effort has been put into creating and running programs rather than evaluating them. In addition, much of the success of these curricula depends on the amount and the quality of training that teachers receive. Most important, it is essential to combine curricula with other components in comprehensive strategies that address children and their families, peers, and communities.

CONFLICT RESOLUTION

Conflict resolution is one of the more widely used educational approaches in violence prevention programs. One example is Dr. Deborah Prothrow-Stith's *Violence Prevention Curriculum for Adolescents*, developed in collaboration with Education Development Center, Inc. [Center for Violence Prevention and Control, 55 Chapel Street, Newton, MA 02160, (617)969-7100]. This 10-session curriculum develops adolescents' understanding of the risk factors for violence, of anger's role in interpersonal conflict, how anger can be channeled constructively, and how to resolve issues once a conflict has taken place. Developed in 1987, it is one of the few violence prevention programs targeted to high risk urban youth. It was evaluated under a contract from the National Institute of Justice (NIJ) as having a positive impact on adolescents.

The goal of *Conflict Resolution: A Secondary School Curriculum*, developed by the Community Board Program, Inc. [1540 Market Street, Ste. 490, San Francisco, CA 94102, (415)552-1250], is to help students understand different conflict styles, communicate effectively, and resolve differences nonviolently. Its premise is that conflict can be a positive force that can enhance relationships and that the elements for peaceful solutions exist within the conflict itself. Through discussion and other activities, it instructs students about how to identify and utilize the positive elements of conflict effectively. The major strengths of the curriculum are its comprehensiveness, excellent organization, and well-designed layout.

The Resolving Conflict Creatively Program (RCCP) [163 Third Avenue #103, New York, NY 10003, (212)387-0225] is another well-respected and widely used program. RCCP is described in detail on pages 6 and 7 of this guide.

Working Toward Peace: Managing Anger, Resolving Conflict and Preventing Violence is a 20-session curriculum developed by Lions Clubs International and Quest International [537 Jones Road, P.O. Box 566, Granville, OH 43023, (800)446-2700]. The program is based on ideas similar to the Community Board's curriculum: (1) conflict and anger are facts of life that can be channeled into constructive solutions; and (2) respect for cultural, religious, and all other forms of diversity is essential for resolving differences peaceably. Like other conflict resolution curricula, it draws on a strong research base.

"HABITS OF THOUGHT"

Particularly research based in their approach are programs that utilize "cognitive mediation" or the "habits of thought" model of violence prevention. Habits of thought theory suggests that violence is a learned behavior and can therefore be "unlearned" with proper coaching. Its goal is to teach students to solve conflicts nonviolently by developing solid thinking skills. The *Viewpoints* program, developed by the Center for Law-Related Education [4400 Cathedral Oaks Road, P.O. Box 6307, Santa Barbara, CA 93160, (805)965-9610], has been one of the most rigorously evaluated programs in violence prevention. Initially implemented in a juvenile correctional facility in California, where it was evaluated as effective in reducing violence among offenders, *Viewpoints* has recently been implemented successfully in several school systems.

Second Step: A Violence Prevention Curriculum, developed by the Committee for Children [2203 Airport Way South, Ste. 500, Seattle, WA 98134, (800)634-4449], also utilizes the habits of thought approach. The curriculum consists of four modules (preschool/kindergarten, grades 1-3, 4-5, and 6-8) that include activities to assist students in acquiring empathy, impulse control, problem solving, and anger management skills — skills that research indicates are lacking in children and adults who commit violent acts. Several teachers who have implemented *Second Step* say that it is particularly "teacher friendly."

FIREARM VIOLENCE PREVENTION

Borrowing from strategies developed in substance abuse prevention, the *STAR Program (Straight Talk About Risks)* is a Pre-K-to-12 curriculum developed by the Center to Prevent Handgun Violence [1225 Eye Street, NW, Ste. 1100, Washington, DC 20005, (202)289-7319]. The goal of *STAR* is to reduce the number of children and adolescents injured or killed by firearms. Research on substance abuse prevention programs has shown that information alone will not necessarily translate to changes in habits; therefore, *STAR* emphasizes skills that enable children and adolescents to resist negative peer pressure. A singular strength of the program is its availibility in an integrated bilingual Spanish/English edition.

COMMUNITY SERVICE

Engaging youth in community service is a recent innovation in preventing violence. Research has shown that community service can increase adolescent self-esteem and decrease the likelihood that youth will become either the aggressors or the victims of violence.[1] Programs such as *Youth As Resources (YAR)*, developed by the National Crime Prevention Council [1700 K Street, NW, 2nd Fl., Washington, DC 20006, (202)466-6272, ext. 128], are based on the idea that a community should view its young people as resources rather than problems. In the *YAR* program, youth design a community service project, create a budget, and write a proposal soliciting funds from local business leaders to carry out the project. Its strength lies in *YAR*'s reliance on the adolescents themselves as the agents for change in their communities.

Another popular program that emphasizes community service is *Teens, Crime, and the Community (TC&C)*, developed by the National Institute for Citizen Education in the Law [711 G Street, SE, Washington, DC 20003, (202)546-6644, ext. 244] and the National Crime Prevention Council. TC&C strives to reduce teen victimization by encouraging youth to become crime prevention resources in their schools and communities. The program effectively combines a structured curriculum with suggestions for community service initiatives.

ECLECTIC

Some programs do not fit neatly within any one established category. One such program, *PeaceBuilders*, developed by Heartsprings, Inc.[P.O. Box 12158, Tucson, AZ 85732, (602)322-9977], focuses on young children (K-5) and is based on a simple approach that encourages the active involvement of parents and the community. *PeaceBuilders* includes the *I Help Build Peace* book, which provides instructions for teaching children how to praise people for positive actions, resist using verbal put-downs, seek the wisdom of appropriate adults, and take personal responsibility for words and actions that hurt others. The underlying principle of *PeaceBuilders* is that if children are rewarded for positive behavior they will be invested in their communities and therefore be likely to engage in positive action. A major strength of the program is its attempt to involve parents as well as the community.

1. Benson, P.L., and E.C. Roehlkepartain. "Kids Who Care: Meeting the Challenge of Youth Service Involvement." *Search Institute Source*, v. 12, 3, 1991, p.1.

TIPS FOR TEACHERS IN TIMES OF CRISIS

If there has been a violent incident at your school, these tips may be helpful. Keep in mind that the classroom is not a therapeutic setting. Serve as an interim resource until trained professionals arrive.

- Try to get the facts of the incident.
- Find out how the school administration plans to respond.
- Understand that your own feelings and experiences may affect your response.
- During class, clarify what took place and allow students to express their feelings if they choose. Create a nonjudgmental atmosphere in which people can listen to one another.
- Listen to students' concerns. Try to project calmness and reassurance.
- Refrain from counseling.
- Tell students where they can get assistance. Reassure them that there are people who want to help.

For more information, contact a crisis intervention center in your area. If you are interested in using a violence reduction or prevention curriculum, you may wish to implement one of the programs reviewed in this section.

Special thanks to Victim Services, New York City, and the National School Safety Center for assistance in developing these tips.

BY ROBERT SHERMAN, PH.D.
PROJECT CONSULTANT,
NATIONAL FUNDING COLLABORATIVE ON VIOLENCE PREVENTION

The proliferation of violence in our communities has forced many of us to change the way we live in response to a growing sense of fear and powerlessness. And although many of us develop strong convictions that we must find personal ways to respond, we are inhibited by anxiety and uncertainty. Isn't working to prevent violence dangerous? Shouldn't I leave this challenge to the professionals? How can one person have a positive effect? Where can I begin? Am I alone?

This section of the guide has been designed to help you translate your convictions and your desire to become involved into action steps. Four essential messages might guide you:

1. **There is a role for everyone in preventing violence in our communities.** Whatever your skills and background, whether you are starting out by yourself or with partners already in place, you can contribute.
2. **Youth violence prevention involves youth and adults forming meaningful connections with each other.** Building a sense of community and caring with those who are disconnected or at risk of becoming alienated is the key to preventing youth violence. Young people need a lifeline to family and the community. Research consistently shows that a strong positive connection between an adult and a young person is the single most important protective factor against becoming involved in violence.
3. **Violence prevention doesn't have to be dangerous.** You do not need to put your own physical safety on the line in order to get involved. In fact, many successful community-driven strategies for working to reduce or prevent violence do not even involve the police or the courts. You can work positively with young people to create a safer environment.
4. **You are not alone.** All over America people and institutions are already at work on the challenge.

HOW TO GET STARTED: A GENERAL FRAMEWORK

The problem of violence has no single identifiable source. The programs profiled in this guide show that solutions come from many and varied directions. You can choose to get involved in the ways you believe you can be most effective. And remember that effective violence prevention is first and foremost about establishing meaningful personal connections within your community.

Take stock of your own interests and skills:

- Do you generally prefer to work as part of an organization?
- Do you prefer to work on your own? Do you have experience in starting an organization?
- Do you have a specific interest such as working in a high school, assisting victims of violence, revitalizing a block association to develop a Neighborhood Watch, mentoring a young person? Are you more concerned about gangs or hate crimes? Are you interested in stopping the cycle of domestic violence?
- Are you already associated with an institution where you might join in?
- How much time can you commit? Be realistic because sticking with your plan will be critical to its success.

photo by Bill Bachmann, Photo Researchers, Inc.

Mentoring can help prevent involvement in violence.

Take stock of the institutions and groups already working against violence in your community:

- Get a picture of youth violence and what might effectively combat it by speaking directly to young people you know. *Youth themselves* can be the best guides to strategies that you can personally pursue.
- Call your local Board of Education or school to get a listing of the *school-based violence prevention programs* in your community. Most schools are implementing programs and many would welcome volunteer participation. Contact your local PTA, and find out whether adults have already been planning or implementing violence prevention strategies. If you discover that schools or parents have no specific plan or program, offer to connect those in charge to the initiatives or national organizations found in this guide.
- Your mayor's office, Youth Bureau, or local United Way can provide you with contact names at each *community-based organization* serving young people in your area. YMCAs, Boys and Girls Clubs, and other afterschool recreation programs offer volunteer assignments. Is any of these a place where you would feel comfortable connecting with a young person who needs a mentor? Think about skills you can offer such as tutoring, helping a young person write a resume, or organizing a volleyball tournament.

- Does your street have a *block association or neighborhood civic group?* Many communities have set up Neighborhood or Crime Watches in which adult volunteers are trained to spot problems and respond, beginning with such simple violence prevention strategies as reporting and then repairing broken streetlights.
- *Community police officers* have specific responsibility for establishing links with neighborhood residents. Call your local precinct and ask how a neighbor can work with that officer to prevent violence in the area. Ask whether she or he knows other adults who might be interested in joining with you or who have already initiated programs.
- Tensions between different ethnic, racial, or religious groups often lead to youth violence. Contact a *priest, minister, rabbi, or imam* in your neighborhood to see whether these tensions exist where you live and whether there are groups working to combat prejudice and violence.

FINDING RESOURCES AND RAISING FUNDS

Securing funds and resources involves asking for them directly.

1. *Carefully list your project's needs.* Do you need cash for expenses, salaries, or goods? How much do you need immediately, and how much can you secure later? Will donated goods or services such as food, or free entertainment, serve your needs?

2. *In your plan, match up the most appropriate sources with your goals.* Should you ask local merchants to contribute cash or goods? Should you ask coworkers to give small amounts? Can your neighbors contribute time to paint a banner, or coach a team, for example, for you instead of money?

3. *If your project is large and requires funds more than $1,000, you will probably need to write a proposal.* Get help from someone who has written one. Call the grants office of your local college, local United Way, or even a large youth program in your area. Look in the phone book to see whether your area has a local community foundation.

4. *Don't be shy.* Neighbors and local businesses want to help. But they need you to tell them what is needed.

Here are specific approaches to starting or participating in a youth violence prevention program, from working on your own to participating in a citywide initiative:

(a) Mentor a young person who might be at risk for violence or alienation.

Contact your local high school guidance counselor, Big Brothers/Big Sisters, or the director of your Boys and Girls Clubs to see whether there are young people who would benefit from extended contact with an adult.

Agree to meet the young person on his or her terms and schedule, though you can let the program or school help you set up a structure. Mentoring can take place at youth centers and schools or can be something you simply take on in your neighborhood.

The only ironclad rule: Stick with your commitment to remain involved over the long haul. A true personal connection will make the critical difference.

(b) Start a discussion program with your neighbors.

The first action step in working on a problem is learning as much as you can about it. Get several neighbors together to devise a list of information needed to develop a useful plan. Have one person find out what local schools are doing, another contact local community police, another poll young people, and another speak with a well-respected religious leader.

The Study Circles Resource Center (see Resources list) has developed a guide for leading a series of focused discussions with interested neighbors: *Confronting Violence in Our Communities: A Guide for Involving Citizens in Public Dialogue and Problem Solving.* Include young people in the study circle.

(c) Join forces with a school-based violence prevention initiative.

Let's say that you have thought through the options and decided to work to prevent gun violence at your local high school. An appointment with the principal or dean of students will inform you of any gun safety programs already in place. Many schools have instituted gun violence prevention curricula and welcome the participation of concerned neighborhood adults in these efforts. The Center to Prevent Handgun Violence (see Resources list), a national organization, will help you find, initiate, or expand such a program.

Recognizing that gun violence is not only a problem for schools, can you help build a bridge between your community police efforts and the program at school?

(d) Join a citywide initiative.

Mayors' offices across the country have taken leadership in sounding the alarm about community violence. Many towns and cities have instituted very broad-based programs to mobilize public opinion and community support. Call your mayor's office.

The Resources lists found in this guide can help you outline an action plan. You are not alone, and you do not need to invent methods from scratch.

BEST COPY AVAILABLE

INITIATIVES

The following is a list of initiatives that may be useful as models for the development of your own community- or school-based program to overcome youth violence in your area.

Beacons
New York City Dept. of Youth Services
44 Court St.
Brooklyn, NY 11201
(718)403-5359

School-based community centers, managed by nonprofit community-based organizations, that work collaboratively with school boards, principals, teachers, and community advisory boards of parents, teachers, church leaders, youth, and private and public service providers. Seeks to meet youths' basic needs through direct provision of or careful referral to health, education, and social services and to involve youth in contributing to their own development and the development of their communities.

Beyond Expectations
5500 N. St. Louis Ave.
Dept. of Psychology
Northeastern Illinois University
Chicago, IL 60625
(312)794-2568

Designed to reduce violent behavior through community mentors who encourage the development of positive relationships and social principles that are thought to underlie altruistic behavior. The program's curriculum utilizes "The Rites of Passage" — a program designed to teach self-discovery using African history, culture, and customs. The project focuses on 240 youths in Robert Taylor Homes, the largest public housing development in the country.

Boston Violence Prevention Program
Health Promotion Program for Urban Youth
Dept. of Health and Hospitals
1010 Massachusetts Ave., 2nd Floor
Boston, MA 02118
(617)534-5196

Provides programs on reducing violence among adolescents using a multifaceted, multidisciplinary approach grounded in public health practice that focuses on primary and secondary prevention program strategies.

The Child Witness to Violence Project
Boston City Hospital, Talbot 217
818 Harrison Ave.
Boston, MA 02118
(617)534-4244

Addresses the needs of children who are exposed to violence. Offers counseling and advocacy services to children eight years old and under who have witnessed violence in their homes or communities. Services include assessment, counseling, parent guidance, advocacy, and coordination with legal or social services agencies.

The Community Board Program
1540 Market St., Ste. 490
San Francisco, CA 94102
(415)552-1250

A nationally recognized conflict resolution organization, established in San Francisco in 1976. It disseminates materials and provides on-site training that promote a "whole school" approach to reducing youth violence. This work involves the combination of classroom conflict resolution curricula (K-12) and student-to-student peer mediation programs.

Facing History and Ourselves
16 Hurd Rd.
Brookline, MA 02146
(617)232-1595

Examines the history of the Holocaust and links issues of individual responsibility, violence, and social justice to the lives of young people today. Services are provided for teachers through workshops and institutes.

Gang Prevention Through Targeted Outreach
Boys and Girls Clubs of America
1230 W. Peachtree St. NW
Atlanta, GA 30309-3494
(404)815-5763/64

A comprehensive program that directs at-risk young people to positive alternatives offered by Boys & Girls Clubs. Through a referral network to local Clubs by courts, police, juvenile justice agencies, the schools, social service agencies, and community organizations, as well as through direct outreach efforts, young people identified as at risk are recruited and mainstreamed into club program activities as a diversion from gang activity.

Healthy Family
1320 LaSalle Ave.
P.O. Box 9347
Hampton, VA 23670
(804)727-1882/35

Provides parent education and child development services for families with children from the prenatal experience through age twelve. Methods include effective parenting classes, play groups, a lending library, and newsletters timed to the child's developmental growth.

The HELP (Handgun Epidemic Lowering Plan) Network
Children's Memorial Medical Center
2300 Children's Plaza, Box #88
Chicago, IL 60614
(312)880-3826

A resource center for organizations and individuals concerned with the growing epidemic of death, disability, and suffering caused by handguns. HELP collects and disseminates related articles, statistics, and slides, and can help connect you with other concerned organizations and individuals in your area.

The Houston Violence Prevention Project
Houston Dept. of Health and Human Services
Chronic Disease and Injury Prevention Program
8000 N. Stadium Dr.
Houston, TX 77054
(713)794-9911

Five-year community demonstration project that combines school-based peer leader education with parenting and community involvement activities for neighborhood adults. Represents a collaborative effort of the local Health Department, two universities, two community-based organizations, and the local school district. Includes a strong evaluation component.

The Kids Club
Dept. of Psychology
University of Michigan
580 Union Dr.
Ann Arbor, MI 48109
(313)763-3159

A ten-week preventive intervention group for 6- to 12-year-olds whose families have experienced domestic violence in the past year. Designed to build self-esteem and to help children identify and express feelings and to correct misperceptions about the roles of men and women in the family. Format includes storytelling, puppet play, dramatization, and group activities.

Last Chance Ranch
Florida Environmental Institute
P.O. Box 406
Venus, FL 33960
(813)465-6508

Nonprofit juvenile rehabilitation program designed to work with the most serious juvenile offenders in the state of Florida. F.E.I. has been serving the state and its residents since 1982. It has been cited as one of the most successful programs for juveniles in the United States and serves as a model program throughout the juvenile justice community.

Mothers Against Violence
154 Christopher St., Second Floor
New York, NY 10014
(212)255-8484

A coalition of New York City women who are working to mobilize residents, public officials, professionals, and youth to address the epidemic of violence that is claiming the lives of hundreds of children and youth annually.

Oakland Men's Project
440 Grand Ave., Ste. 320
Oakland, CA 94610
(510)835-2433

A nonprofit community education and organizing program dedicated to teaching about the causes of violence and the steps each of us can take to stop abuses of power. Youth programs focus on leadership training, ongoing violence prevention training groups, and in-school and community educator programs.

PACT (Policy, Action, Collaboration, Training) Violence Prevention Project
75 Santa Barbara Rd.
Pleasant Hill, CA 94523
(510)646-6511/(510)374-3797

A collaboration of the Contra Costa County Health Services Department Prevention Program and ten West County community-based agencies. Conducts leadership training for African-American, Laotian, and Latino youths. Researches the causes of violence, develops prevention strategies, and advocates policy.

Save Our Sons and Daughters (SOSAD)
2441 West Grand Blvd.
Detroit, MI 48208
(313)361-5200

A nonprofit, grassroots organization in Detroit that was founded in January 1987 by Clementine Barfield when her two sons were shot, one of them fatally. Provides crisis intervention to survivors of homicide victims and other traumatic deaths, organizes violence prevention workshops, and facilitates a Peace Program in public schools, churches, and community centers. Nationally known as the pioneer in working with survivors of homicide victims.

Self-Enhancement, Inc. (SEI)
2156 N.E. Broadway
Portland, OR 97232
(503)249-1721

Provides in-school and after-school activities for 2nd- to 12th-grade at-risk students. Activities include academic enhancement, formation of values, pre-employment skills, and personal responsibility, all aimed at instilling a sense of purpose into the lives of participants. Also, SEI has a project designed to keep African-American youth out of foster care and is aimed at reducing the disproportionate removal of African-American youth from their homes.

Students Against Violence Everywhere (SAVE)
West Charlotte Senior High School
2219 Senior Dr.
Charlotte, N.C. 28216
(704)343-6060

Student-initiated program that teaches elementary and secondary school students how to resolve conflict among themselves and gun safety awareness. Provides education about the effects and consequences of violence and extracurricular activities for students, parents, and the community.

Supporting Adolescents with Guidance and Employment (SAGE)
Center for Social Research and Policy Analysis
Research Triangle Institute
P.O. Box 12194
Research Triangle Park, NC 27709
(919)541-6252

A multifaceted, community-based intervention that targets black male adolescents in Durham, North Carolina. Overall goal is to prevent or reduce the incidence of violence and other high-risk behavior among program participants. Intervention components include a "Rites of Passage" program specifically designed for the target population, an adult mentoring program, an entrepreneurial program, and a job training and placement program.

The Task Force on Violent Crime
614 Superior Ave. W. Ste. 300
Cleveland, OH 44113-1306
(216)523-1128

Serves as a catalyst in utilizing the full resources of the greater Cleveland community to develop and provide comprehensive programs to reduce violent crimes.

Teens on Target (TNT)
3012 Summit Ave., Ste. 3670
Oakland, CA 94609
(510)444-6191

Goal is to train urban youth who are at risk for violent death and injuries to become health advocates for violence prevention. Mission is to reduce violent deaths and injuries, especially from firearms. TNT operates in Oakland and Los Angeles under the auspices of Youth ALIVE, a state-wide public health agency. Many members of **Los Angeles Teens on Target (LATNT)** [7601 Imperial Highway, Room #81, Downey, CA 90242, (310)940-8166] are survivors of disabling violent injuries or emotional violence.

Ten Point Coalition
215 Forest Hills St.
Jamaica Plain, MA 02130
(617)524-4331

An ecumenical group of Christian clergy and lay leaders working to mobilize the community around issues affecting black youth — especially those at risk. Provides training, technical assistance, resource development, and networking opportunities for churches and other institutions that are interested in working on mentoring, advocacy, economic alternatives, institutional collaboration, disease prevention, violence prevention, and history education for youth.

Victim Services/School Mediation and Violence Prevention Division
2 Lafayette St.
New York, NY 10007
(212)577-1370

Founded in 1978, it is the largest victim assistance organization in the country. The School Mediation and Violence Prevention Division runs programs in 32 New York City middle and high schools. Programs empower young people with conflict resolution skills and provide training and technical assistance to school staff and parents.

YouthBuild Boston
173A Norfolk Ave.
Roxbury, MA 02119
(617)445-8887

Nationally recognized youth development agency that involves unemployed disenfranchised young people in renovating abandoned buildings as affordable housing while offering them a second chance to gain the education, skills, and personal support they need to build a better future for themselves, their families, and the entire community.

Youth Education and Support Services (YESS)
Battered Women's Alternatives
P.O. Box 6406
Concord, CA 94524
(510)229-0885

Provides dating, family, and community violence prevention and intervention services for youth throughout Contra Costa County and national trainings for professionals to work in alliance with youth to prevent violence. The Teen Program emphasizes developing youth leaders as agents of change in our society.

If you would like more information about programs to reduce youth violence, the following books provide a comprehensive listing of more than 500 programs. They were developed by an unprecedented coalition at the federal level of the departments of Agriculture, Education, Health and Human Services, Housing and Urban Development, Justice, and Labor. To obtain a free copy of each, write to *PAVNET Resource Guide (Volumes 1 & 2)*, The National Criminal Justice Reference Service, Box 6000, Rockville, MD 20850. Also available on Internet.

RESOURCES

ORGANIZATIONS

The following organizations either serve the entire nation or act as umbrella organizations for local affiliates. Most can refer you to organizations in your area.

Big Brothers/Big Sisters of America
230 North Thirteenth St.
Philadelphia, PA 19107
(215)567-7000

National youth-service organization based on the concept of a One-to-One® relationship between an adult volunteer and an at-risk child. Through One-to-One matches, volunteers serving as mentors and role models can help these youth to increase their self esteem.

Boys and Girls Clubs of America
Gang Intervention Services
1230 W. Peachtree St. NW
Atlanta, GA 30309
(404)815-5764

National movement providing youth development activities to more than 2,050,000 youth aged 6 to 18, with an emphasis on those from disadvantaged circumstances. Some clubs are involved in providing intensive services to gang-involved youth. Four such local programs are: "Make It Happen" in Jacksonville, FL; "Kids at Hope" in Phoenix, AZ; "Gang Intervention Program" in Chicago, IL; and "Project Outreach" in Lawrence, MA.

Center for Media Literacy (CML)
1962 S. Shenandoah St.
Los Angeles, CA 90034
(310)559-2944

The CML mission is to help children and adults prepare for living and learning in a global media culture by translating media literacy research and theory into practical information, training, and educational tools for teachers, youth leaders, parents, and childcare givers.

The Center to Prevent Handgun Violence
1225 Eye St., NW, Ste. 1100
Washington, DC 20005
(202)289-7319

National education, legal action, and research organization founded in 1983 to educate Americans about the scope of gun violence and to prevent further bloodshed.

Center for the Study and Prevention of Violence (CSPV)
University of Colorado at Boulder
IBS #9
Campus Box 442
Boulder, CO 80309-0442
(303)492-1032

Committed to building bridges between researchers, practitioners, and policymakers working to understand and prevent violence, particularly adolescent violence. It collects literature, offers technical assistance, and maintains basic research on the causes of violence and the effectiveness of prevention and intervention programs.

Children's Creative Response to Conflict (CCRC)
Box 271
523 N. Broadway
Nyack, NY 10960
(914)353-1796

Dedicated to the training of teachers and students in the skills of conflict resolution, problem solving, peer mediation, bias awareness, communication, cooperation, and affirmation. Conducts on-site workshops and provides curriculum materials for those who are involved with teaching children skills they need to deal with conflict nonviolently.

Children's Defense Fund (CDF)
25 E. St., NW
Washington, DC 20001
(800)CDF-1200

Committed to providing a strong and effective voice for all the children of America who cannot vote, lobby, or speak for themselves. Its goal is to educate the nation about the needs of children and encourage preventive investment in children.

Coalition to Stop Gun Violence (CSGV)
100 Maryland Ave., NE
Washington, DC 20002-5625
(202)544-7190

CSGV is a unique coalition of more than forty religious, professional, labor, medical, and educational associations as well as citizens groups. Its goal is the orderly elimination of most handguns and assault weapons from the U.S.

Committee for Children
2203 Airport Way South, Ste. 500
Seattle, WA 98134-2027
(800)634-4449

Provides educational materials, original research, training, and community education for the prevention of child abuse and youth violence.

Comprehensive Health Education Foundation (CHEF)
22323 Pacific Highway, South
Seattle, WA 98198
(800)323-2433

Promotes health and quality of life by providing resources for schools and communities nationwide. Its publication *Preventing Violence: A Framework for Schools and Communities* is available for school and community personnel involved in violence prevention.

The Congress of National Black Churches, Inc. (CNBC)
1225 Eye St., NW, Ste. 750
Washington, DC 20005-3914
(202)371-1091

Coalition of eight historically black denominations with 65,000 member churches touching the lives of millions. CNBC strives to empower local communities through life-changing programs that focus on economic and community development, antidrug violence strategies, health initiatives, and leadership training.

Education Development Center, Inc. (EDC)
55 Chapel St.
Newton, MA 02160
(617)969-7100

Dedicated to promoting human development through education and through a wide range of projects, EDC works to address educational, health, and social problems and improve the quality of life for people of all ages and from all racial, ethnic, and cultural backgrounds.

Educators for Social Responsibility (ESR)
23 Garden St.
Cambridge, MA 02138
(617)492-1764

Dedicated to children's ethical and social development. Its primary mission is to help young people develop a commitment to the well-being of others and to making a positive difference in the world.

Girls Incorporated
30 E. 33rd St.
New York, NY 10016-5394
(212)689-3700

Committed to helping girls become *strong, smart,* and *bold.* Girls ages 6 to 18 — primarily from low income and minority backgrounds — participate in programs at almost 750 sites nationwide. These programs include adolescent pregnancy prevention, gang violence intervention, and encouragement in math and science.

National Association for Mediation in Education (NAME)
205 Hampshire House, Box 33635
UMASS
Amherst, MA 01003
(413) 545-2462

Promotes the development, implementation, and institutionalization of school and university-based conflict resolution programs and curricula. It is the primary national and international clearinghouse for information, resources, technical assistance, and training in the field of conflict resolution in education.

National Center for Injury Prevention and Control
Centers for Disease Control and Prevention (CDC)
4770 Buford Highway, NE
Mailstop F36
Atlanta, GA 30341

Established in 1992 under the U.S. Dept. of Health and Human Services to direct a national program to improve American health by preventing premature death and disability and reducing suffering and medical costs caused by nonoccupational injury. Addresses both violence (youth violence, suicide, family and intimate violence) and unintentional death or injury.

National Committee to Prevent Child Abuse
332 S. Michigan Ave., Ste. 1600
Chicago, IL 60604-4357
(312)663-3520

Dedicated to preventing child abuse in all its forms. Headquartered in Chicago, NCPCA's chapters offer prevention programs in all 50 states.

National Crime Prevention Council (NCPC)
1700 K St. NW, 2nd Floor
Washington, DC 20006-3817
(202)466-6272

The principal mission of NCPC is to enable people to prevent crime and build safer, more caring communities. It provides publications, training, demonstration programs, and comprehensive planning efforts.

National Institute for Dispute Resolution (NIDR)
1726 M St., NW, Ste. 500
Washington, DC 20036-4502
(202)466-4764

Advances the field of conflict and dispute resolution through technical assistance, educational programs, publications, demonstration projects, and limited grant making. Promotes multicultural understanding and violence prevention by bringing dispute resolution and cooperative problem-solving tools to youth.

National School Safety Center (NSSC)
4165 Thousand Oaks Blvd., Suite 290
Westlake Village, CA 91362
(805)373-9977

NSSC is mandated to focus national attention on solutions to problems that disrupt the educational process. Special emphasis is on ridding schools of crime, violence, and drugs and on programs to improve student discipline, attendance, achievement, and school climate.

New Mexico Center for Dispute Resolution
620 Roma NW, Ste. B
Albuquerque, NM 87102
(505)247-0571

Recognized as a national leader in developing and implementing programs in mediation and conflict resolution for children, youth, and families.

The Pacific Center for Violence Prevention
San Francisco General Hospital
Building One, Room 300
San Francisco, CA 94110
(415)285-1793

Policy center of the California Wellness Foundation's statewide Violence Prevention Initiative. Its goals include shifting society's definition of youth violence from a law enforcement model to include a public health model that addresses societal influences contributing to youth violence.

Parents of Murdered Children (POMC)
100 E. 8th St., B-41
Cincinnati, OH 45202
(513)721-5683

Dedicated to providing support to those who have lost a loved one to violence. Provides support groups, court accompaniment, advocacy, education, and training for professionals interested in learning more about the needs of survivors.

The Peace Education Foundation, Inc.
2627 Biscayne Blvd.
Miami, FL 33137
(305) 576-5075

Believes in teaching children the skill to find creative and nondestructive ways to settle conflicts and that children learn best in a caring environment where their self-esteem is nurtured as they are challenged to become responsible decision makers.

Study Circles Resource Center (SCRC)
PO Box 203, 697A Pomfret St.
Pomfret, CT 06258
(203)928-2616

Fosters grassroots participation in the democratic process by promoting small group, democratic, highly participatory discussions known as study circles. To aid in the struggle against violence, SCRC has published *Confronting Violence in Our Communities*. To help initiate communitywide programs, SCRC offers free consultation to program organizers.

Violence Policy Center (VPC)
1300 N St. NW
Washington, DC 20005
(202)783-4071

National educational foundation that conducts research on firearms violence in the U.S. and works to develop violence reduction policies and proposals.

PUBLICATIONS

American Psychological Association. *Violence and Youth: Psychology's Response, Volume 1: Summary Report of the APA Commission on Violence and Youth*. Washington, D.C.: American Psychological Association,1993.

Boys and Girls Clubs of America. *Gang Prevention Through Targeted Outreach*. Atlanta: Boys and Girls Clubs of America,1993.

Children's Express. *Voices from the Future: Our Children Tell Us About Violence in America*, edited by Susan Goodwillie. New York: Crown Publishers, 1993.

Comprehensive Health Education Foundation. *Preventing Violence: A Framework for Schools and Communities*. Seattle: Comprehensive Health Education Foundation, 1994.

DeJong, William. *Preventing Interpersonal Violence Among Youth: An Introduction to School, Community, and Mass Media Strategies*. Washington, D.C.: U.S. Department of Justice, National Institute of Justice, 1994.

Fisher, Roger, and William L. Ury. *Getting to Yes: Negotiating Agreement Without Giving In*. New York: Viking Penguin, 1991.

Goldstein, Arnold P., and C. Ronald Huff, eds. *Gang Intervention Handbook*. Champaign, Ill.: Research Press, 1992.

Kretzmann, John P., and John L. McKnight. *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. Evanston, Ill.: Center for Urban Affairs and Policy Research, Northwestern University,1993.

Lewis, Barbara A. *The Kid's Guide to Social Action: How to Solve the Social Problems You Choose and Turn Creative Thinking Into Positive Action*, edited by Pamela Espeland. Minneapolis: Free Spirit Publishing, 1991.

Majority Staff of the Senate Judiciary Committee. *Catalogue of Hope: Crime Prevention Programs for At-Risk Children*. Washington, D.C., April, 1994.

Mann, Stephanie, and M.C. Blakeman. *Safe Homes, Safe Neighborhoods*. Berkeley, Calif.: Nolo Press, 1993.

Murray, James M. *50 Things You Can Do About Guns*. San Francisco: Robert D. Reed, 1994.

National Center for Injury Prevention and Control. *The Prevention of Youth Violence: A Framework for Community Action*. Atlanta: Centers for Disease Control and Prevention, 1993.

National Crime Prevention Council. *Preventing Violence: Program Ideas and Examples*. Washington, D.C.: National Crime Prevention Council, 1992.

———. *Uniting Communities Through Crime Prevention*. Washington, D.C.: National Crime Prevention Council, 1994.

National School Board Association. *Violence in the Schools: How America's School Boards Are Safeguarding Our Children*. Alexandria, Va.: National School Board Association, 1993.

Prothrow-Stith, Deborah, with Michelle Weissman. *Deadly Consequences: How Violence is Destroying Our Teenage Population and a Plan to Begin Solving the Problem*. New York: HarperCollins Publishers,1991.

PUBLICATIONS continued

Reiss, Albert J., Jr., ed. *Understanding and Preventing Violence*. Washington, D.C.: National Academy Press, 1993.

Rosenberg, Marc L., ed. *Violence in America: A Public Health Approach*. New York: Oxford University Press, 1991.

Sugarman, Josh, and Kristen Rand. *Cease Fire: A Comprehensive Strategy to Reduce Firearms Violence*. Washington, D.C.: Violence Policy Center, 1994.

Terrell, Ruth H. *Kid's Guide to How to Stop the Violence*. New York: Avon, 1992.

"Violence and Conflict Resolution: Special Reprint." *New Youth Connections: The Magazine Written by and for New York Youth*. New York, 1993.

Wilson-Brewer, Renee, Stu Cohen, Lydia O'Donnell, and Irene F. Goodman. *Violence Prevention for Young Adolescents: A Survey of the State of the Art*. Newton, Mass.: Education Development Center, 1991.

MAGAZINES WRITTEN BY AND FOR YOUNG PEOPLE

New Youth Connections: The Magazine Written By and For New York Youth; and *Foster Care Youth United*. 144 West 27th St., 8th Fl., New York, NY 10001. (212)242-3270. Single copy subscriptions are $10/year for each. Substantial discounts are available for teachers and others who make bulk orders.

VIDEOS

Dealing With Anger: A Violence Prevention Program for African American Youth (For Females) VHS, 60 min. 1994. Distributed by Research Press, Champaign, Ill. (217)352-3273.

Dealing With Anger: A Violence Prevention Program for African American Youth (For Males) VHS, 60 min. 1991. Distributed by Research Press, Champaign, Ill. (217)352-3273.

Justice is Done. VHS, 31 min. 1994. Distributed by Center to Prevent Handgun Violence, Washington, D.C. (202)289-7319.

Love Them One by One: An Overview of the Ten Point Program. VHS, 31 min. 1994. Distributed by Ten Point Coalition, Boston, Mass. (617)524-4331.

The Power to Choose. VHS, 20 min. 1988. Distributed by Agency for Instructional Technology, Bloomington, Ind. (800)457-4509.

Teens Talk. . . Violence. "In the Mix" Series. VHS, 30 min. 1993. Distributed by WNYC, New York, N.Y. (800)328-7271.

Violence Prevention: Inside Out. VHS, 60 min. 1993. Distributed by National Association for Mediation in Education, Amherst, Mass. (413)545-2462.

What Can We Do About Violence?: A Bill Moyers Special. VHS, 240 min. 1995. Distributed by Films for the Humanities and Sciences, Princeton, N.J. (800) 257-5126.

Shrine to a lost friend

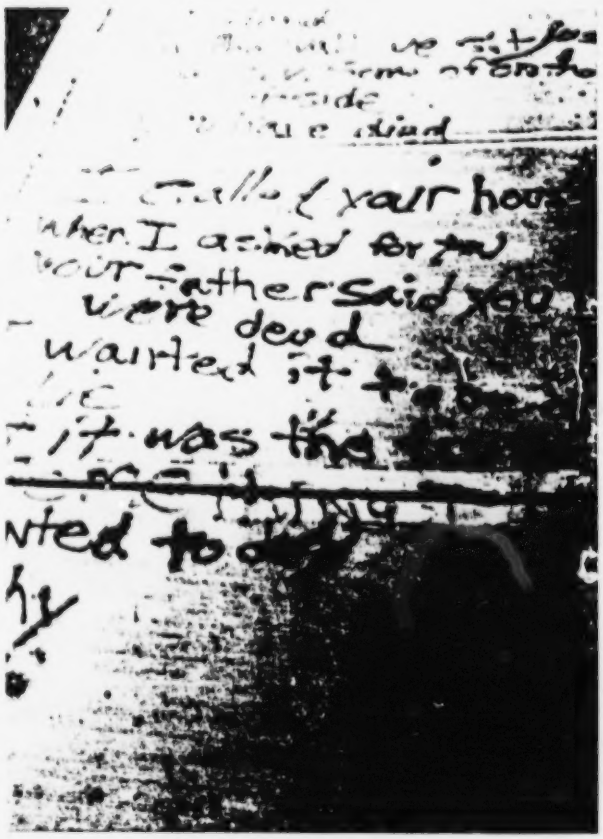
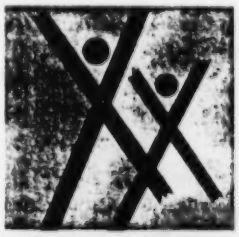


photo by Robert A. Miller



ACT AGAINST VIOLENCE
JOIN THE NEW PEACE MOVEMENT

Thirteen · wnet

356 West 58th Street
New York, NY 10019

BEST COPY AVAILABLE